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Purposes of this investigation were to encourage realism of student self-evaluation and to offer parents an overview of their child's test results. Profile sheets containing each student's test scores and academic grades were presented to 607 sophomore class members and their parents in separate sessions. Sessions consisted of an explanation, interpretation, and application of test scores. An 11-item questionnaire concerned with the value of the profile sheet was distributed to 373 randomly selected students and all parents. Hypotheses tested were: (1) discussing both test results and educational and occupational goals with students simultaneously will help them better understand the relationship between several variables connected with school and occupational aspiration, and (2) discussing the same items with parents will give them similar opportunities for realistic appraisal of their offspring's potential. Both hypotheses were accepted. Profile sheets should stimulate introspection not before available to the student, and assist in crystalizing future goals. (Author/CJ)

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PROFILE COUNSELING

ED W. CLARK

ED W. CLARK HIGH SCHOOL
Las Vegas, Nevada

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTRODUCTION

Problem

The problem of selecting educational and occupational goals in harmony with abilities and academic performance has long been a concern to educators. The choice of educational and/or occupational goals which are within the grasp of the student is a strong force in promoting positive mental health. Only too frequently do students harbor educational and/or occupational aims not in accord with their potential or past academic performance. The counselor is in a unique position to promote realistic self-assessment. The counselor, then, must affront the challenge of promoting a student self-image which is congruous with potential and academic performance. One method which may be employed to encourage realistic self-evaluation is the use of a "profile sheet" or a profile of the student's test results.

In considering whether or not to show counselees their profiles, Bordin (1955, p. 278) pointed out

> . . . proponents of this procedure maintain that this is the most effective way of stimulating the client to react freely to test results in terms of their meaning to him. In effect, the profile operates like a projective test.

Goldman (1961, p. 390) indicated that

> . . . there is a well-founded belief that a graphic report improves the process of communication. Done well, a profile should aid in the process of learning, in terms of perceiving, understanding, and retaining.

Purpose

It was the purpose of this research to encourage realism of student self-evaluation as a result of offering and discussing test results as well as educational and occupational goals. An equally important objective of this research was to afford parents an overview of their child's test results as well as their educational and occupational aims.

Definition of Terms

Profile: The profile sheet permits placement of academic grades, scholastic aptitude, aspiration levels, specific aptitudes, achievement test results, and motivation scores on a "normal curve" profile and offers the advantage of viewing all test results simultaneously. The reader should refer to the instrument section of this paper for a further description of a profile sheet as well as to the description of "deviation lines."

Educational realism: Educational realism is herein described as the degree to which educational aims are in accord with academic grade point average, scholastic aptitude, occupational aspiration, multiple aptitudes, achievement, and motivation toward school. Educational aims are considered realistic if the dispersion of scores on the profile generally does not fluctuate more than two deviation lines.

Occupational realism: Occupational realism is herein described as the degree to which occupational aims are in accord with academic grade point average, scholastic aptitude, educational aspiration, multiple aptitudes, achievement, and motivation toward school. Occupational aims are considered realistic if the dispersion of scores on the profile generally does not fluctuate more than two deviation lines.

Deviation lines: The profile exposes five deviation lines representing deviations from the mean. The central deviation line, labeled C, represents the mean or average score of a group of normally distributed scores. The first deviation line to the right of the C deviation line, labeled B, represents a positive deviation from the average score and includes about 34 percent of normally distributed scores. The second deviation line to the right of the C deviation line, labeled A, represents a positive deviation from the average score and includes an additional 13 percent of normally distributed scores. The first deviation line to the left of the C deviation line, labeled D, represents about 34 percent of normally distributed scores. The second deviation line to the left of the C deviation line, labeled F, represents a negative deviation from the average score and includes an additional 13 percent of normally distributed scores. If the general pattern of scores fall between deviation lines F and C, D and B, or C and A, educational or occupational choice may be considered realistic. If, however, the general pattern of scores falls beyond these bounds or more than two deviation lines, educational and/or occupational choice may be considered unrealistic.

Hypotheses

The hypotheses of this investigation follow:

1. It is an hypothesis of this investigation that discussing with students test results as well as educational and occupational goals simultaneously will help students better understand the relationship between academic grade point average, scholastic aptitude, occupational aspiration, educational aspiration, multiple aptitudes, achievement, and motivation toward school.

2. It is an hypothesis of this investigation that discussing with parents test results as well as educational and occupational goals simultaneously will help parents to better understand the relationship between academic grade point average, scholastic aptitude, occupational aspiration, educational aspiration, multiple aptitudes, achievement, and motivation toward school.

REVIEW OF LITERATURE

Profiles

Research designed to assess the value of offering test information by way of a profile sheet appears somewhat limited. However, Beymer (1963) did point to the value of using test profiles in the communication of the meaning of test results. This same author (Beymer, 1965, p. 21) concluded that, "Certainly the preparation of accurate and honest test profiles is an invaluable aid in communicating the real meaning of test results to students, teachers, and parents."

Goldman (1961, pp. 390-391) offered the following admonition concerning profile sheets:

> Unless there is substantial basis for concluding that the norms for two different tests are very similar both in central tendency and dispersion, it is probably wiser not to place the scores on a single profile sheet.

Level of Aspiration and Achievement

Pierce and Bowman (1960), studying tenth and twelfth grade boys, found the high-achievers to possess significantly higher educational goals than low-achievers. One investigation (Wilson, 1959) revealed that high school boys achieving highest grades possess higher educational aspirations than do students achieving lesser grades. Kurtz and Swenson (1951), employing the term "plus achiever" to indicate a student whose achievement is well above expectation on the basis of ability rating and "minus achiever" to indicate a student whose achievement is definitely below expectation on the basis of ability rating, exposed several significant points. These researchers disclosed that plus achievers set high educational and vocational aims, and that they are likely to achieve such goals. Plus achievers appear to relate their school work to future goals; they tend to regard an education for more than its job value. Minus achievers have limited educational and vocational aims and do not look to the future. Plus achievers were shown to possess a stronger desire for an extended education and more concrete plans for attaining it. Plus achievers also appear more concerned about the possibility of not securing the amount of education they desire. Plus achievers have fairly clear vocational aims.

A study involving 17-year-old boys (Haller and Miller, 1961) disclosed a relationship between achievement (grade point average) and occupational aspiration of .50, while the correlation between achievement and educational aspiration reached .53. Barnett, Handelsman, Stewart and Super (1952) found among junior and senior high school students a high relationship between level of occupational aspiration and academic achievement. Anderson and Brandt (1939) found that fifth grade pupils in their study rated in the lowest levels of achievement consistently set goals considerably above their past achievement and pupils rated in the upper levels of achievement were consistent in setting goals somewhat below their preceding achievement. Hilgard (1946), studying children, learned that subjects with a past history of success in reading and arithmetic usually established their goals realistically when examined in either of these areas. Hilgard found that children who consistently failed exhibited goal-setting behavior that was unpredictable.

Level of Aspiration and Occupational Interests

Peters (1941) discovered that the four most influential factors which contributed to vocational aspirations among high school seniors are the parent, friend, a professional acquaintance, and a relative other than a parent. This author lists a second group of factors influencing vocational selection as the parent, opportunity for advancement, relative other than parent, and opportunity for quick employment. A similar survey by Fleege and Malone (1946) involving junior high school students reported that interest in work, opportunity to help mankind, opportunity for personal advancement, and aptitude for work are directing forces in occupational interests. One investigator (Bradley, 1943) found that choice of vocations may be influenced by many factors like parents, teachers, friends, ambition, aptitude, interest, social prestige, remuneration, race, environment, opportunities, sex, and difference in motivation. Bradley stated that Endicott, studying the factors involved in influencing students in their choice of vocation, found that parental influence is much more important for students in the junior high than for those in the senior high school. Weigand (1953), using college students as subjects, pointed to the goal and the student's personal interest in the goal situation as two significant motivational devices at play in selecting occupational choice. Weigand combined goal orientation and goal involvement to produce what he called goal aspiration. An investigation involving college men (Anderson, 1932) showed that the selection of a given occupation as a life work was based on interest and opportunity in the work in general. Economic return was not significantly emphasized, though students may have intended this to be included in the term opportunity. No student in this study reported that he intended to follow an occupation because of the suggestion of a parent.

Auten (1951) offered information to the effect that most senior students in high school chose vocations commensurate with expected educational plans. It has been hypothesized that the OL score (that score on the Occupational Level section of the Strong Vocational Interest Blank) may be used as a measure of level of aspiration. However, one investigation (Barnett, et al, 1952) showed that the use of this scale for such a purpose is not warranted.

Gould (1941) discovered that male college students who showed high discrepancy scores between performance and estimate of future performance tended to set low vocational expectations. Stephenson (1955, p. 43) offered the following summary after a survey of the occupational aspirations and plans of 443 ninth grade students by means of an occupational questionnaire:

1. Occupational aspirations and plans of the students reflect neither the occupational position of the father nor the occupational needs of the community.
2. However, there is a marked difference between the aspirations and the plans, the latter more nearly approximating the father's occupational position.
3. All students tend to concentrate their aspirations in Group I (highest group) and lower their occupational sights most in this group when considering occupational plans.
4. Occupational aspirations and plans selected are confined to a relatively narrow range of occupations with considerable concentration of choices within this narrow range.
5. When students are grouped according to father's occupation, a relatively close relationship between the student's occupational plans and his father's occupational group is indicated.
6. However, when the student's aspirations are compared with the father's occupational group, little relationship is revealed, all students having relatively high occupational aspirations.
7. It is the students in the lower occupational groups who lower their occupational aspirations most when considering occupational plans.

Haller and Miller (1961) found a correlation of .64 between male adolescent's occupational and educational aspirations.

Level of Aspiration and Intelligence

An interesting study involving male high school seniors (Crowley, 1959) disclosed that students who rated high in intelligence wished to go to college and graduate school. Sewell, Haller and Straus (1957) discovered that high school seniors possessed a high level of educational aspiration.

Barnett, et al (1962) found intelligence and occupational aspiration among high school boys to be highly related. This finding is supported by Holdsworth (1968). These general relationships between intelligence and level of aspiration hold at the college level (Gilinsky, 1949). Bradley (1943) inferred from his study of high school and college students that the higher the intellectual level the greater is the likelihood that the

student will choose a professional career. Haller and Miller (1961), studying high school boys, discovered a correlation between I.Q. and occupational aspiration of .45 and a relationship between I.Q. and educational aspiration of .41. A. B. Wilson (1959) points to the influence of intelligence regarding educational and occupational aspirations among high school boys.

Level of Aspiration and Sex

Marks (1951), investigating levels of aspiration of children in grades five and six, found that the stated expectations of boys were not significantly different than those of girls. A similar conclusion was reached by Ausbel, Schiff and Zeleny (1953) after investigating this area among adolescents. However, the girls in this study made significantly higher errors of estimate in judging past academic performance and showed greater variability than boys on most "real-life" measures. Dole (1961) reported a median correlation of .54 for male and .50 for females between occupational and educational goals among students from grade six to college in Hawaii. However, this report indicated that more girls than boys at the sixth, ninth, and twelfth grade levels had college aspirations. A number of investigations involving both school children and adults, have indicated that males show a higher average D-score than females (Frank, 1937; Walter and Marzoff, 1951; Gould and Lewis, 1949; Sumner and Johnson, 1949; Holt, 1946; Anderson and Brandt, 1939).

Level and Aspiration and Age

Cassell and Saugstad (1952) found that sixth grade pupils possess higher levels of aspiration than do eighth graders. Marks (1951) found no significant difference between stated expectations of fifth and sixth grade groups of children. Dole (1961) reported that of the students involved in his study from grades six to college, the younger students' occupational goals were formulated to a considerable extent on unrealistic perceptions of self and society.

Motivation

Holdsworth (1968), studying tenth grade students, found significant relationships between motivation and occupational and educational aspirations. Frymier (1965) revealed that seventh grade students who were classed as "overachievers" made higher scores on the motivation index (JIM) than seventh grade students who were categorized as "underachievers." This same author (Frymier, 1965) discovered that seventh grade students who were seen by their teachers as being highly academically motivated made higher scores on the motivation index (JIM) than students who were viewed by their teachers as being low motivated.

METHOD AND PROCEDURE

Sample Selection

Population

The student body, numbering approximately 2100 students, of Clark High School, Las Vegas, Nevada served as the population from which the sample of the current study was selected.

Sample

Although nearly all of the students at Clark High School of sophomore class status (707) were administered the Occupational Aspiration Scales, Educational Aspiration Scale, Differential Aptitude Test, California Achievement Test, California Test of Mental Maturity, and the Junior Index of Motivation, a number of these students (373) were randomly selected to answer the questionnaire indicating the value they placed on the "profile sheet." Table 1 offers the reader a view of the number of students and parents involved in this investigation.

Table 1. Number of students and parents involved in the profile counseling program

	Males receiving profile counseling	Females receiving profile counseling	Parents receiving profile counseling
N	283	324	196
	Males responding to questionnaire	**Females responding to questionnaire**	**Parents responding to questionnaire**
N	181	192	146

The sample of parents involved in this investigation consisted of those parents who accepted an invitation to review their child's test profile. The parents of all tenth grade Clark High School students were invited to a "test interpretation conference." Approximately 196 parents attended the evening discussion on profile sheets. The fact that only 146 questionnaires were completed may be explained on the basis of one questionnaire being completed by a husband and wife combination.

Instruments

The basic instruments utilized in the current study was the Profile Sheet. Instruments used to gain information to be placed on the profile sheet were: The California Test of Mental Maturity, The Occupational Aspiration Scales, The Educational Aspiration Scale, The Differential Aptitude Tests, The California Achievement Tests, and The Junior Index of Motivation.

Profile Sheet

The profile sheets were designed by the authors and permit students, parents, and counselors the opportunity to view simultaneously the student's past academic record, tested intellectual level, occupational aspiration, educational aspiration, multiple aptitudes, achievement level, and motivation toward school. All scores were plotted on a curve of normal distribution. The center or C line of the distribution indicates the mean score of the variable measured. A description of the deviation lines may be found under Definition of Terms on pages 1 and 2 of this paper. A profile sheet for each sex was constructed because norms for the two sexes differed. A duplicate of the male and female profile sheets may be found in the appendix of this paper.

Grades

Academic grades appear near the top of the profile sheet and were plotted as the average of all English and mathematics grades. A student's English letter grade consists of the average of his English letter grades including those obtained in the ninth grade through the first semester of the tenth grade. A student's mathematics letter grade is likewise the average of his mathematics letter grades including those obtained in the ninth through the first semester of the tenth grade. Thus, if a student's English grade point average was 2.0, his English grade was plotted on the profile on the C line. If a student's mathematics grade point average was 2.5, his mathematics grade was plotted midway between the C and B deviation lines on the profile.

Scholastic Aptitude

Scholastic aptitude or intellectual level was with few exceptions determined by the California Tests of Mental Maturity given during October of 1968, or during the student's tenth grade experience. If more than one scholastic aptitude test was administered during the student's ninth or tenth grade experience, these scores were averaged and the average plotted on the profile sheet. For the purpose of plotting scholastic aptitude, a mean of 101 and a standard deviation of 17 were used for both boys and girls. Such a mean and standard deviation does not appear on the profile sheet because the authors considered it unwise to offer actual I.Q. scores.

Occupational Aspiration, Boys

The instrument utilized for the purpose of investigating the occupational aspirations of boys was the Occupational Aspiration Scale (OAS), revision 1, 1961, authored by Archibald O. Haller. The OAS consists of eight forced-choice questions regarding job preference. This instrument is designed to estimate the occupational prestige level sought by the student while minimizing the non-prestige effects of his particular occupational choice. The examinee is required to select from 10 ranked occupational alternatives one for each question. The scores for rating the alternatives in each of the eight questions were drawn systematically from the entire range of the North-Hatt occupational prestige continuum (Haller, 1958).

The following information concerning an analysis of responses to the OAS is offered by Haller and Miller (1961, p. 134):

1. The rate of non-responses and unusual responses is less than one per cent.
2. The mean score is approximately 37 points.
3. The standard deviation of the scores is approximately 11.5 - 13.0 points.
4. The split-half reliability is about r=.80, when corrected for attenuation.
5. The test-retest reliability coefficient, measured on equivalent forms administered 10 weeks apart, is r=.62.

The reader will note on the profile sheet a mean occupational aspiration of 46 and a standard deviation of 10. The mean and standard deviation for tenth grade boys were established at Clark High School during the 1968-69 academic year.

The approximate time consumed in administering this instrument exclusive of instructions is about 15 minutes. A copy of the OAS appears in the appendix of this paper.

Occupational Aspiration, Girls

The OAS authored by A. O. Haller was designed for boys only;thus, it was not applicable to female high school students. It was necessary, then, to develop an occupational aspiration scale for girls. The Occupational Aspiration Scale for Females (OASF) was developed by the senior author (Jeffs, 1966). This instrument was developed through the responses of high school girls in Utah and Nevada. The OASF consists of eight forced-choice questions regarding job preference. This instrument is designed to estimate the occupational prestige level sought by high school girls while minimizing the non-prestige effects of her particular occupational choice. The examinee is required to select from 10 ranked occupational alternatives one for each question.

The reader will note on the profile sheet a mean occupational aspiration of 43 and a standard deviation of 10. The mean and standard deviation for tenth grade girls were established at Clark High School during the 1968-69 academic year.

The approximate time consumed in administering this instrument exclusive of instructions is about 15 minutes. A copy of the OASF appears in the appendix of this paper.

Educational Aspiration

The educational aspirations of the students involved in this study were determined by administering the Educational Aspiration Scale (Jeffs, 1962). The EAS consists of eight forced-choice questions regarding educational aims. The reader will note on the male profile sheet that the mean educational aspiration score for Clark High School males of tenth grade status for the academic year 1968-69 was 30.98 with a standard deviation of 5.60. The reader will also note on the female profile sheet that the mean educational aspiration score for Clark High School females of tenth grade status for the academic year 1968-69 was 28.26 with a standard deviation of 5.50.

The approximate time involved in administering this instrument exclusive of instructions is about 20 minutes. A copy of the EAS instrument appears in the appendix of this paper.

Aptitudes

The Differential Aptitude Tests (DAT) used in this study provide measures of differential ability for students in grades eight through twelve for purposes of educational and vocational counseling. The scores offer information about abilities and aptitudes relevant to a variety of occupations and are useful for making judgments concerning probable success in various training programs and jobs.

The DAT bettery yeilds eight scores, titled as follows (Bauernfiend, 1963, pp. 188-189):

Verbal reasoning--establishing relationships among words.
Number ability--arithmetic computations.
Abstract reasoning--establishing relationships among geometric forms.
Space relations--visualizing two-dimensional objects as they will appear in three-dimensional space.
Mechanical reasoning--visualizing mechanical relationships.
Clerical speed and accuracy--speed in perceiving and recording clerical information.
Spelling--recognizing whether printed words have been spelled correctly or incorrectly.
Sentences--recognizing whether printed sentences are correct or incorrect with respect to grammar, capitalization, and punctuation.

DAT results were plotted on the profile sheet in accord with each sub-test. Sub-test means and standard deviations for grade nine, the academic grade level at which the subjects of this investigation were administered the DAT, were obtained from local norms established by the Research Division of the Clark County School District.

Achievement

The California Achievement Tests were used in this study to assess past academic attainment. The purpose of the CAT is to provide accurate and objectively measured student achievement in the basic skills of arithmetic, language, and reading. Also, the tests are designed to provide a basis for planning remedial instruction in the areas where students show deficiencies (Berdie, Layton, Swanson, and Hagenah, 1963).

The CAT was completed by the students involved in this investigation in October, 1968 during the time when they were enrolled in the tenth grade. Scores were plotted on the profile sheet in the form of grade placement. The norms utilized are Clark High School norms for 1968 and were established for the group of students in question. Thus, the norms seem appropriate.

Motivation

The Junior Index of Motivation (JIM Scale) was developed by Jack R. Frymier (1965) to assess the academic motivation of junior and senior high school students. The author (Frymier, 1965, p. 10) reported validity of the instrument by stating, ". . .validity of the JIM Scale as a measure of academic motivation appears to be supported." The author also reported that split-half corrected reliability for the instrument reached .83. The manual indicated that the means for tenth grade boys and girls respectively were 122.35 and 129.54 while standard deviations for tenth grade boys and girls respectively were 22.12 and 21.29. The reader will note on the male profile sheet that the mean reached 123.36 with a standard deviation of 22.10. The reader will also note on the female profile sheet that these same two measures were found to be 124.00 and 21.31 respectively.

The approximate time consumed in adminestering this instrument exclusive of instructions is 30 minutes. A copy of the JIM Scale appears in the appendix of this paper

Questionnaire

The questionnaire, a Likert scale, was designed by the authors and attempts to obtain the opinions of students and parents concerning the value of the profile sheet. A representative sample of students answered the questionnaire. A number of parents attending the test interpretation conference also answered the questionnaire. A duplicate of this 10-question scale may be found in the appendix of this paper.

Statistical Analysis

The data obtained from the questionnaire were treated with a chi-square test to determine if the observed responses differed significantly from normally distributed expectations.

Procedure - Students

Testing

Each Clark High School student of grade ten who was present during the week of February 24 - 28, 1969 was administered the Occupational Aspiration Scales, the Educational Aspiration Scale, and the Junior Index of Motivation. A limited number of students, absent during the week of February 24 - 28, 1969 were given an opportunity to complete the OAS, EAS, and JIM Scale at a later date. Grade point average, scholastic aptitude, multiple aptitude, and achievement test results were obtained from permanent records.

Counseling

Scores obtained from the testing program and from permanent records were plotted on the profile sheets. The counselors then began a group counseling program utilizing the profile sheets. Each tenth grade Clark High School student was asked to report to his or her counselor on May 12, 1969 for group test interpretation. Before the counseling session began, each student was given a profile sheet with his or her name on it and his or her scores plotted thereon. On occasion, some students received an incomplete profile sheet. For example, transfer students or those students who had transferred into the Clark County School District during or since their ninth grade experience may not have taken an aptitude or achievement test. Also, some of the students may have been absent on the day a scholastic aptitude, multiple aptitude, or achievement test was administered. It may be said that a great majority of the profile sheets were complete.

Group counseling sessions involved explanation of the "normal curve," academic grades, scholastic aptitude, occupational aspiration, educational aspiration, multiple aptitude, achievement level, and academic motivation. Degree of realism of aspiration was explained on the basis of laterality of scores on the profile sheet. A realistic student possessed a profile of scores which was not laterally divergent to a great degree. The greater the scores adhered to an imaginary vertical line the more realistic were the student's goals. It was suggested that students draw an imaginary line around the periphery of their plotted scores. It was then further suggested that the greater the outline of scores resembled an elongated or fusiform figure, the greater was the degree of realism of aspiration. By the same token, the greater the outline of scores resembled a cylindrical or inconsistent figure, the lesser was the degree of realism of aspiration. The authors agreed upon an arbitrary degree of divergence beyond which goals were judged unrealistic. The general outline of plotted scores should not have reached beyond the bounds of two deviation lines to be considered realistic.

Questionnaire

A 10-item questionnaire, previously described, was given the group of students representing the sample of the current investigation immediately following the group counseling sessions.

Procedure - Parents

Counseling

Parents of each tenth grade Clark High School student were mailed a written invitation to attend a "test interpretation conference" at Clark High School. A copy of the written invitation may be found in the appendix of this paper. As previously indicated, about 196 parents accepted the invitation. Each parent attending the test interpretation conference was issued a copy of his and/or her child's profile. The purpose of the project and the structure of the profile were explained to the parents. Several hypothetical profiles were placed on a large blackboard and implications pointed to. Following an explanation of the profile, the parents were encouraged to ask questions concerning the profile. The explanation of the profile and the questions which followed consumed approximately two hours of time.

Questionnaire

Following an explanation of and discussion about the profile sheet, the parents were asked to complete the questionnaire using a frame of reference as if they were tenth grade students. As previously indicated, on several occasions two or more parents pooled their thoughts and answered one questionnaire rather than two or three questionnaires.

RESULTS AND DISCUSSION

The use of the chi-square statistic tested the divergence of observed results from those expected on the assumption of a normal distribution. When chi-square values reach a significant level, the reader must view the distribution tables to ascertain direction of observed frequencies. The tables found in this section of the paper indicate results of chi-square analysis as well as the direction of observed frequencies. Analysis of the data will treat each item of the questionnaire individually for each group. Tables 2, 3 and 4 offer the reader an overview of the observed and expected frequencies and chi-square values for each of the 11 items of the questionnaire for each group -- male, female, and parents. Table 5 offers a summary of the chi-square values for each of the 11 items of the questionnaire for each group -- male, female, and parents.

All responses, with the exception of the female responses to question number 3, were more positive than might be expected. That is, students and parents reported that they believed the profile sheet to be a valuable instrument for reviewing and interpreting test scores.

The following section of this paper will briefly interpret the responses to each question.

Question number one (1)

The female students responding to the questionnaire appeared to believe that the profile sheet was of greater value in helping to get an overall look at test scores than male students.

Parents responding to the questionnaire appeared more positive than students in belief that the profile sheet helped to get an overall look at test scores.

Question number two (2)

The male students responding to the questionnaire were more positive than the females in reporting the effectiveness of the profile sheet in helping to determine if occupational goals were well chosen.

Parents responding to this item were more positive than female students and less positive than male students in reporting their belief of the effectiveness of the profile sheet in helping to determine if occupational goals were well chosen.

Question number three (3)

More male than female students thought that the profile sheet was useful in helping to determine if educational goals were well chosen. This analysis showed that girls in this study believed that the profile sheet failed to significantly help them determine if their educational goals were well chosen.

Parents responding to the questionnaire expressed much value in the profile sheet as an instrument for determining if educational goals were well chosen.

Question number four (4)

Female students responding to the questionnaire placed greater value on the profile sheet in helping to promote a better understanding of self than did the male respondents.

Although parents responding to the questionnaire were very positive in their belief that the profile sheet helped to better understand oneself, they were nonetheless less positive than the responding students.

Question number five (5)

The responses to this question were especially positive. More male than female students reported a positive regard for the profile sheet as an aid in determining if scholastic aptitudes were equal to occupational goals selected.

Parents responded to this question with a positiveness equal to that of the female students.

Question number six (6)

The male students, when compared to the female students, generally reported that the profile sheet was of great value in promoting a realism of the relationship between scholastic aptitude and educational goals selected.

Parents responding to this question were more positive than female students and less positive than male students.

Question number seven (7)

There was little difference in the responses of male and female students concerning the value of the profile sheet in determining if past academic achievement was in keeping with selected occupational goals.

There was little difference in the responses of parents and students concerning the value of the profile sheet in determining if past academic achievement was in keeping with selected occupational goals.

Question number eight (8)

The male students, when compared to the female students, showed more respect for the profile sheet in determining if past academic performance and educational educational goal selection were in accord.

Parents reported more respect for the profile sheet in determining if past academic performance and educational goals were in accord female students and less than male students.

Question number nine (9)

Male students reported more positively than female students in placing value on the profile sheet as an aid in determining if general aptitudes were in accord with selected occupational goals.

Parents were about equally as positive as male students and more positive than female students in respect to the value they placed on the profile sheet as an aid in determining if general aptitudes were in accord with selected occupational goals.

Question number ten (10)

More female than male students believed the profile sheet to be of value in helping to determine if general aptitudes were harmonious with selected educational goals.

Parents responded to this question with the same positiveness as female students and more positively than male students.

Question number eleven (11)

Male students, when compared to female students, generally believed that the profile sheet was more effective in helping to determine the appropriateness of their motivation-toward-school score.

Parents were less enthusiastic than students about the value of the profile sheet in helping to determine the appropriateness of motivation scores.

A review of Table 4 will point to the conclusion that parents generally reported a positive acceptance of the profile sheet as a valuable counseling technique. Parents believed that the profile sheet was especially effective in providing an overall view of test scores and helping to determine if scholastic aptitude and occupational choice were in harmony.

It should be noted at this point that the parents who accepted the invitation to the test interpretation conference were most likely those parents who harbor a favorable attitude toward education and may, therefore, be considered "biased" in a positive direction. Therefore, the results of the questionnaires completed by these parents may not represent the true feelings of the parents of tenth grade students at Clark High School.

Table 2. Observed and expected frequencies and chi-square values for each item of the questionnaire for males

Group	Response	Item Number 1	2	3	4	5	6	7	8	9	10	11
Male	Extremely helpful	22-6+	18-6	13-6	31-6	30-6	17-6	12-6	28-6	15-6	30-6	21-6
	Very helpful	65-44	62-44	53-44	60-44	58-44	71-44	59-44	41-44	61-44	61-44	62-44
	Moderately helpful	68-81	63-81	68-81	68-81	62-81	75-81	78-81	66-81	71-81	67-81	73-81
	Not very helpful	21-44	31-44	41-44	16-44	24-44	13-44	25-44	41-44	28-44	15-44	20-44
	Not at all helpful	5-6	7-6	6-6	6-6	7-6	5-6	7-6	5-6	6-6	8-6	5-6
	X^2:	66.83*	39.39*	12.30*	36.19*	114.16*	59.25*	19.63*	84.02*	27.33*	39.03*	58.93*

+Digit or digits to the left of hyphen represent observed frequency and digit or digits to right of the hyphen represent expected frequency

*Significant at .01 level

Table 3. Observed and expected frequencies and chi-square value for each item of the questionnaire for females

Group	Response	Item Number 1	2	3	4	5	6	7	8	9	10	11
Female	Extremely helpful	27-7+	6-7	6-7	22-7	31-7	17-7	9-7	26-7	14-7	25-7	20-7
	Very helpful	62-46	66-46	49-46	56-46	51-46	49-46	61-46	50-46	47-46	60-46	62-46
	Moderately helpful	77-86	74-86	92-86	91-86	71-86	80-86	85-86	67-86	97-86	82-86	82-86
	Not very helpful	21-46	39-46	39-46	18-46	31-46	39-46	28-46	40-46	26-46	16-46	23-46
	Not at all helpful	5-7	7-7	6-7	5-7	8-7	7-7	9-7	9-7	8-7	9-7	5-7
	X^2:	77.87*	11.71*	2.00	52.25*	90.48*	16.18*	13.24*	57.50*	17.52*	70.88*	41.97*

+Digit or digits to the left of hyphen represent observed frequency and digit or digits to right of the hyphen represent expected frequency

*Significant at .01 level

Table 4. Observed and expected frequencies and chi-square value for each item of the questionnaire for parents

Group	Response	Item Number 1	2	3	4	5	6	7	8	9	10	11
Parents	Extremely helpful	22-5+	13-5	17-5	15-5	21-5	14-5	12-5	22-5	13-5	19-5	17-5
	Very helpful	55-35	46-35	44-35	42-35	58-35	43-35	41-35	51-35	47-35	47-35	44-35
	Moderately helpful	51-66	51-66	55-66	59-66	53-66	53-66	56-66	49-66	51-66	51-66	56-66
	Not very helpful	13-35	29-35	24-35	23-35	9-35	28-35	29-35	18-35	28-35	23-35	22-35
	Not at all helpful	5-5	7-5	6-5	7-5	5-5	8-5	8-5	6-5	7-5	6-5	7-5
	X^2:	86.60*	21.50*	36.64*	27.16*	88.38*	23.79*	15.20*	78.09*	22.52*	69.93*	38.44*

+Digit or digits to the left of hyphen represent observed frequency and digit or digits to right of the hyphen represent expected frequency

*Significant at .01 level

Table 5. Summary of chi-square values* for males, females, and parents

Group	Item Number										
	1	2	3	4	5	6	7	8	9	10	11
Male	66.83	39.39	12.30	36.19	114.16	59.25	19.63	84.02	27.33	39.03	58.93
Female	77.87	11.71	2.00+	52.25	90.48	16.18	13.24	57.50	17.52	70.88	41.97
Parents	86.80	21.50	36.64	27.16	88.38	23.79	15.20	78.09	22.52	69.93	38.44

*All except item number 3, female, reached significance at the .01 level

+Did not reach a significant level

SUMMARY AND CONCLUSIONS

The basic purposes of this investigation were: (1) to encourage realism of student self-evaluation, and (2) to offer parents an overview of their child's test results. Six hundred and seven sophomore class members at Clark High School were presented with profile sheets containing their test scores and academic grades. One hundred of the original 707 students of the tenth grade were not present for profile counseling. Many of these students were no longer enrolled at Clark High School and others were not present on the days the profiles were presented. Profile counseling consisted of an explanation, interpretation, and application of test scores. Three hundred and seventy three students were randomly selected to answer an 11-item questionnaire concerned with the value of the profile sheet. The parents of all sophomore students were invited tc a test interpretation conference. Each parent was offered a duplicate of his or her child's profile sheet. The profile sheets were again explained and test results interpreted (profile counseling). The parents were asked to complete the 11-item questionnaire concerned with the value of the profile sheet.

The hypotheses offered in the introduction of this paper number two:

1. It is an hypothesis of this investigation that discussing with students test results as well as educational and occupational goals simultaneously will help students better understand the relationship between academic grade point average, scholastic aptitude, occupational aspiration, educational aspiration, multiple aptitudes, achievement, and motivation toward school.

2. It is an hypothesis of this investigation that discussing with parents test results as well as educational and occupational goals simultaneously will help parents to better understand the relationship between academic grade point average, scholastic aptitude, occupational aspiration, educational aspiration, multiple aptitudes, achievement, and motivation toward school.

Results of the chi-square analysis of responses to the questionnaire indicate that the two hypothesis may be accepted.

Implications

Profile counseling appears to be an acceptable, functional, effective method of offering personal data to students and parents. The profile sheet should stimulate introspection heretofore not available to the student. It should also aid in the crystalizing of future educational and occupational goals. The greatest attribute of profile counseling may be the detection of "deviant profiles" which possibly identify students who need counseling services and who otherwise may not have been identified. Profiles shall be continually maintained with the addition of personal data each year as the student progresses through the tenth, eleventh, and twelfth grades.

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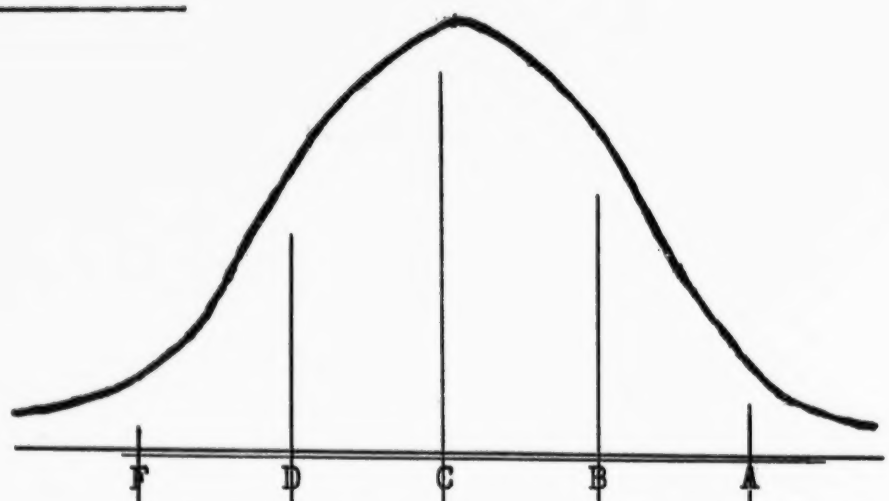
APPENDIX

Name _____ Male

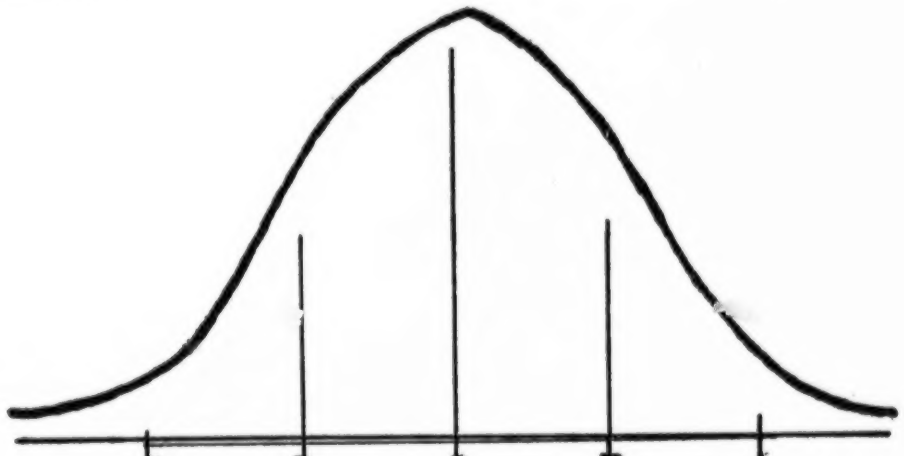
Clark High School



Grades:										
	English									
	Mathematics									
	Scholastic Aptitude									
	Occupational Aspiration	2	5	3	5	4	6	5	6	6	6
	Educational Aspiration	2	0	2	5	3	1	3	7	4	2
Aptitudes:	Verb. Reas.		3	1	3	2	3	3	3	4	3
	Num. Abil.		6	1	3	2	0	2	7	3	4
	VR + NA	1	1	2	7	4	3	5	9	7	5
	Abs. Reas.	1	1	2	1	3	1	4	1	5	1
	Clerical	2	5	3	4	4	3	5	2	6	1
	Mech. Reas.	2	6	3	5	4	4	5	3	6	2
	Space Rela.		7	1	9	3	1	4	3	5	5
	Spelling	3	4	4	9	6	4	7	9	9	4
	Grammar		8	1	7	2	6	3	5	4	4
Achievement:	Read. Voc.	5	8	8	1	10	5	12	9	15	2
	Read. Comp.	5	8	8	2	10	5	12	8	15	2
	Arith. Reas.	4	5	6	9	9	4	11	9	14	3
	Arith. Fund.	4	4	6	8	9	3	11	8	14	2
	Mech. English	5	8	8	1	10	5	12	9	15	2
	Spelling	6	2	8	5	10	8	13	1	15	4
	Total Batt.	6	0	8	1	10	3	12	5	14	6
Motivation:	JIM	7	9	10	1	12	3	14	5	16	8

Name _____ Female

Clark High School



		F		D		C		B		A	
Grades:	English										
	Mathematics										
	Scholastic Aptitude										
	Occupational Aspiration	2	3	3	3	4	3	5	3	6	3
	Educational Aspiration	1	7	2	3	2	8	3	4	3	9
Aptitudes:	Verb. Reas.		3	1	3	2	3	3	3	4	3
	Num. Abil.		6	1	3	2	0	2	7	3	4
	VR + NA		9	2	5	4	1	5	7	7	3
	Abs. Reas.	1	0	2	0	3	0	4	0	5	0
	Clerical	2	6	3	6	4	6	5	6	6	6
	Mech. Reas.	2	1	2	9	3	7	4	5	5	3
	Space Rela.		4	1	5	2	6	3	7	4	8
	Spelling	4	0	5	5	7	0	8	5	10	0
	Grammar	1	0	1	9	2	8	3	7	4	6
Achievement:	Read. Voc.	5	8	8	1	10	5	12	9	15	2
	Read. Comp.	5	8	8	2	10	5	12	8	15	2
	Arith. Reas.	4	5	6	9	9	4	11	9	14	3
	Arith. Fund.	4	4	6	8	9	3	11	8	14	2
	Mech. English	5	8	8	1	10	5	12	9	15	2
	Spelling	6	2	8	5	10	8	13	1	15	4
	Total Batt.	6	0	8	1	10	3	12	5	14	6
Motivation:	JIM	8	1	10	3	12	4	14	5	16	7

OCCUPATIONAL ASPIRATION SCALE - MALE

Name_____ Date_____

Practice Question A. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

A.1____Watchmaker

A.2____Senator

A.3____ Public relations man

A.4____Ditch digger

A.5____News-stand operator

A.6____Beautician

A.7____Fireman

A.8____Boxer

A.9____Secretary

A.10____Movie Star

Practice Question B. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

B.1____File Clerk

B.2____Steeple jack

B.3____Floor walker in a store

B.4____Ambassador to a foreign country

B.5____Grocery clerk

B.6____Wrestler

B.7____Nurse

B.8____T.V. sports announcer

B.9____Forest ranger

B.10____Music teacher

O.A. Haller

Question 1. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

1.1____Welfare worker for a city government

1.2____United States representative in Congress

1.3____United States Supreme Court Justice

1.4____Sociologist

1.5____Filling station attendant

1.6____Night watchman

1.7____Policeman

1.8____Corporal in the Army

1.9____County agricultural agent

1.10____Lawyer

Question 2. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

2.1____Singer in a night club

2.2____Member of the board of directors of a large corporation

2.3____Railroad conductor

2.4____Railroad engineer

2.5____Undertaker

2.6____Physician (doctor)

2.7____Clothes presser in a laundry

2.8____Banker

2.9____Accountant for a large business

2.10____Machine operator in a factory

Question 3. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

3.1____Dock worker

3.2____Owner-operator of a lunch stand

3.3____Public school teacher

3.4____Trained machinist

3.5____Scientist

3.6____Lumberjack

3.7____Playground director

3.8____Shoeshiner

3.9____Owner of a factory that employs about 100 people

3.10____Dentist

Question 4. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY OF THEM you wished when your SCHOOLING IS OVER?

4.1____Restaurant waiter

4.2____Electrician

4.3____Truck driver

4.4____Chemist

4.5____Street sweeper

4.6____College professor

4.7____Local official of a labor union

4.8____Building contractor

4.9____Traveling salesman for a wholesale concern

4.10____Artist who paints pictures that are exhibited in galleries

Question 5. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

5.1____Farm hand

5.2____Mail carrier

5.3____County judge

5.4____Biologist

5.5____Barber

5.6____Official of an international labor union

5.7____Soda fountain clerk

5.8____Reporter for a daily newspaper

5.9____State governor

5.10____Nuclear physicist

Question 6. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY OF THEM you wished?

6.1____Janitor

6.2____Head of a department in state government

6.3____Cabinet member in the federal government

6.4____Musician in a symphony

6.5____Carpenter

6.6____Clerk in a store

6.7____Coal miner

6.8____Psychologist

6.9____Manager of a small store in a city

6.10____Radio announcer

Question 7. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

7.1____Mayor of a large city

7.2____Milk route man

7.3____Captain in the army

7.4____Garbage collector

7.5____Garage mechanic

7.6____Insurance agent

7.7____Architect

7.8____Owner-operator of a printing shop

7.9____Airline pilot

7.10____Railroad section hand

Question 8. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

8.1____Civil engineer

8.2____Author of novels

8.3____Diplomat in the United States Foreign Service

8.4____Taxi driver

8.5____Newspaper columnist

8.6____Sharecropper (one who owns no livestock or farm machinery, and does not manage the farm)

8.7____Plumber

8.8____Bookkeeper

8.9____Streetcar motorman or city bus driver

8.10____Minister or Priest

OCCUPATIONAL ASPIRATION SCALE - FEMALE

Name_____ Date_____

Practice Question A. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

A.1____Watchmaker

A.2____Senator

A.3____Public relations woman

A.4____Dishwasher

A.5____News-stand operator

A.6____Beautician

A.7____Practical nurse

A.8____Cashier

A.9____Secretary

A.10____Movie star

Practice Question B. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

B.1____File clerk

B.2____Baker

B.3____Floor walker in a store

B.4____Ambassador to a foreign country

B.5____Grocery clerk

B.6____Librarian

B.7____County Home Economics Agent

B.8____T.V. announcer

B.9____Office machine operator

B.10____Nursemaid

Question 1. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

1.1____Housekeeper, private family

1.2____Ambassador to a foreign country

1.3____Physician (doctor)

1.4____Captain in the WACS

1.5____Soda fountain clerk

1.6____Elevator operator

1.7____Librarian assistant

1.8____Machine operator in a factory

1.9____Hairdresser

1.10____Registered nurse

Question 2. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

2.1____Janitress

2.2____Sociologist

2.3____Restaurant cook

2.4____Office machine operator

2.5____Nursemaid

2.6____United States representative in congress

2.7____Ticket taker

2.8____Head of a department in a state government

2.9____Elementary school teacher

2.10____Mail sorter

Question 3. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

3.1____Servant

3.2____Manicurist

3.3____Practical nurse

3.4____Bookkeeper

3.5____State governor

3.6____Usher

3.7____Camp counselor

3.8____Diswasher

3.9____Author of novels

3.10____Diplomat in the United States Foreign Service

Question 4. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY OF THEM you wished when your SCHOOLING IS OVER?

4.1____Laundry worker

4.2____Dressmaker

4.3____Hotel maid

4.4____Biologist

4.5____Cigarette girl

4.6____United States Supreme Court Justice

4.7____Grocery clerk

4.8____Welfare worker for a city government

4.9____Cashier

4.10____Professional musician

Question 5. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

5.1____Baby sitter

5.2____Owner-operator of a lunch stand

5.3____Chemist

5.4____Stenographer

5.5____Sandwich girl

5.6____Post office clerk

5.7____Hat-check girl

5.8____Traveling saleslady for a wholesale concern

5.9____Scientist

5.10____Public relations woman

Question 6. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY OF THEM you wished?

6.1____ Floor scrubber

6.2____Psychologist

6.3____Dentist

6.4____County home economics agent

6.5____Timekeeper

6.6____News-stand operator

6.7____Kitchen service girl

6.8____Accountant for a large business

6.9____Baker

6.10____Telephone operator

Question 7. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

7.1____Cabinet member in the federal government

7.2____Table girl, cafeteria

7.3____Artist who paints pictures that are exhibited in galleries

7.4____Fruit picker

7.5____Floorwalker in a store

7.6____Sales person

7.7____Architect

7.8____Manager of a small store in a city

7.9____Designer

7.10____Clothes presser

Question 8. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

8.1____High school teacher

8.2____Journalist

8.3____College professor

8.4____House cleaner

8.5____Radio announcer

8.6____Sell newspapers on a street corner

8.7____Waitress

8.8____Factory sewing machine operator

8.9____Playground director

8.10____Member of a board of directors of a large corporation

EDUCATIONAL ASPIRATION

NAME _____ M F
(last) (first)

1. How important to you is getting a college education?

_____Most important thing in my life
_____Very important
_____Quite important
_____Not very important
_____Not at all important

2. In terms of grades, what level are you trying to reach this year?

_____In the top 10% of my class
_____In the top one-third of my class
_____A little better than average
_____About average
_____Below average

3. How far do you feel you must go in school to be satisfied with yourself?

_____Continue in school beyond 4 years of college (like a professional school for doctors and lawyers)
_____Graduate from college
_____Attend college but not for the full 4 years
_____Graduate from a trade school, business school, electronics school, or some similar type school
_____Graduate from high school

4. How many years of education do you <u>expect</u> to complete after high school?

_____More than four years
_____Four years
_____Two years
_____One year
_____None

5. What level of education would <u>you like your children</u> to have?

_____Go to school beyond 4 years of college (like professional school for doctors or lawyers)
_____Graduate from college
_____Attend college but not for the full 4 years
_____Graduate from a trade school, business school, electronics school, or some similar type school
_____Graduate from high school

George A. Jeffs

6. What level of education do you <u>expect</u> your children to reach?

_____Go to school beyond 4 years of college (like a professional school for doctors or lawyers)
_____Graduate from college
_____Attend college but not for the full 4 years
_____Graduate from a trade school, business school, electronics school, or some similar type school
_____Graduate from high school

7. Are you planning to go on to school after high school?

_____I am absolutely sure that I am
_____Yes, definitely
_____Probably
_____Don't care
_____No

8. Check the one description below that best tells your feelings about the expense of college.

_____I would go to college even if I had to work all the way through
_____I would go to college even if I had only enough money to get started and hope that something would happen so that I could continue
_____I would not go to college unless I could be sure that I had enough money to get me through several years
_____I would not start college unless I could be sure that I had enough money to get completely through college
_____I would not go to college even if I had all the money that it takes

To the Parents of Clark High School Sophomores:

Dear Parents:

It is our pleasure to invite you to a "test interpretation" conference on Monday evening, May 12, 1969 at 8:00 p.m. in the Little Theatre at Clark High School.

You will receive at this conference a profile sheet on which you will find all of the standardized test results for your son or daughter of sophomore status. The profile sheet will permit you to review and interrelate as many as 20 test scores.

Not all profile sheets are complete because not all students were administered every test presented on the profile sheet. However, most profile sheets are quite complete.

This is the first opportunity you have had to review all of your son's or daughter's test results. Please make a great effort to be with us.

Sincerely,

ED W. CLARK HIGH SCHOOL
Counseling Staff

Male Female

	Extremely helpful	Very helpful	Moderately helpful	Not very helpful	Not at all helpful
1. The degree to which the profile helped me to get a good overall look at my test scores.	___	___	___	___	___
2. The degree to which the profile helped me determine if my occupational goals were well chosen.	___	___	___	___	___
3. The degree to which the profile helped me determine if my educational goals were well chosen.	___	___	___	___	___
4. The degree to which the profile helped me understand myself.	___	___	___	___	___
5. The degree to which the profile helped me determine if my scholastic aptitude is equal to the occupational goals I selected.	___	___	___	___	___
6. The degree to which the profile helped me determine if my scholastic aptitude is equal to the educational goals I selected.	___	___	___	___	___
7. The degree to which the profile helped me determine if my past academic achievement was in keeping with my occupational goals.	___	___	___	___	___
8. The degree to which the profile helped me determine if my past academic achievement was in keeping with my educational goals.	___	___	___	___	___
9. The degree to which the profile helped me determine if my general aptitudes were in accord with my occupational goals.	___	___	___	___	___
10. The degree to which the profile helped me determine if my general aptitudes were in accord with my educational goals.	___	___	___	___	___
11. The degree to which the profile helped me determine the appropriateness of my motivation toward school.	___	___	___	___	___